Exploring problems and feedback on teaching practice of prospective teachers in institutions of education and research

Uzma Perveen and Muhammad Saeed

Institute of Education & Research (IER) University of the Punjab, Lahore, Pakistan.

ABSTRACT

The present paper focuses on the problems faced be prospective teachers during teaching practice in teacher training institutions. The teacher training institutions responsible for preparing prospective secondary school teachers just like Institute of Education and Research. Teaching practice is the essential part of teacher training programmes in Pakistan. It provides opportunities to prospective teachers to develop and improve their professional practices. The research study aims at identifying the level of problems experienced by prospective teachers of Institute of Education and Research (IER) during their teaching practice in different schools. The sample for this study was contained 125 female prospective teachers. A questionnaire and informal discussion with schools heads and teachers were used as data collection tools. The questionnaire contained 25 close ended and 5 open ended questions. Data was collected from all the personnel concerned with this activity. The results of research show that the time period allocated for teaching practice was insufficient. Prospective teachers were not completely guided before teaching practice. The allocated supervisors were not adequate to evaluate the performance of Prospective teachers effectively.

Introduction

Education is the process through which a nation develops its consciousness by developing the self-realization of the individual who compose itanddiscuss that training means to shapethe personality. Physical training leads to a healthy body and good physique. Moral training leads to the attitudinal training that makes a man dignified. It turns the man into a well mannered and well balanced personality. Education when is associated with training, it means to develop a noble personality with a desired attitude.

The Education Sector Reform Action Plan (2001-2005) indicates that teacher training is a main concern and had set out to improve the quality of education and raise the minimum qualification of teachers to a Bachelor's degree through professional training and development. Coupled with this, there is a need to develop a national strategic framework for teacher education. Finally, there is a dire need to develop a national system of standards to manage the quality of teacher education programs in the country. One of the major findings of a recently published report on the *Status of Teacher Education in the Asia-Pacific region* (2008) pointed to a regional trend regarding the lack of meaningful standards and or the ability to enforce them. The countries in the Asia-Pacific region, while extremely diverse, indicated the common problem of minimal standards and the problem of teacher preparation. In terms of teacher education institutions, (universities, teacher training colleges or in-service providers) there is a severe lack of accreditation procedures and standards to ensure quality inputs into teacher education. In addition, another major problem is that of large disparities in terms of teacher education institutions in terms of the qualifications of their own faculty, facilities etc. The result is that a lack of standards for teachers implies a diverse range of qualifications in terms of the teaching workforce. Throughout the region standards mainly refer to the number of years of preparation it takes

Although the literature on teacher education and on theory and practice in education is enormous only few research projects have focused on the student teachers' conceptions. Some authors have noticed that beginning student teachers expect to be told how to teach (e.g. Jong et al 1998, Loughran 2005). The usual response from teacher educators and researchers confronted with this view has been that this expectation ought not to be met and that student teachers instead should learn how to reflect on teaching (e.g. Zantig et al 2003, p. 207).

Teaching practice refers to period of time in which a student teachers gain firsthand experience in working with a particular group of children (Perry, 1997, p.102).Teacher Training is considered vital to sharpen capabilities of teachers for the success of teaching learning process. Training of teachers comprises of two major components theory and practice. Teacher education system in Pakistan is alleged to be theory oriented and teaching practice is not given proper importance. The term teaching practice embraces all the learning experiences of student teachers in schools. During teaching practice students spend several weeks in a class room guided by tutors at training institution and by cooperating teachers or mentors.

Teaching practice provides opportunity to the trainee to develop and improve his/ her professional practice in the context of real classroom. Cohen and Manion (2001) are of the view that theory and training received in teacher training institution prior to firsthand experience cannot provide with answers for all the problems of prospective teachers to be faced in the school and the classroom. In Pakistan the head of teacher training institution is responsible to arrange Practice Teaching. He normally organizes this activity with the help of practice teaching organizing committee constituted from the faculty member of the institution; one of the senior committee members

chairs the committee normally called as Practice Teaching. Teachers play a crucial role in supporting the learning experience of young people and adult learners. They are key players in how education systems evolve and in the implementation of the reforms which can make the European Union the highest Performing knowledge-driven economy in the world by 2010. They recognize that high quality Education provides learners with personal fulfillment, better social skills and more diverse employment opportunities. Their profession, which is inspired by values of inclusiveness and the need to nurture the potential of all learners, has a strong influenceon society and plays a vital role in advancing human potential and shaping future generations. Therefore, to achieve its ambitious objective, the European Union views the role of teachers and their lifelong learning and career development as key priorities.

Shami (1976) pointed out that the education received by pupil teachers in a training college is not compatible with the real situation and experience of the outside world. It is pointed out that practice entangled in a mass of confusion, unmade decisions and experience without a comprehensive definition and clear-out statement of goals and purposes. Highlighted that block Practices tend to be shorter and sequenced in relation to professional studies courses. Students, tutors and teacher work in various ways with each other. The trend towards professionalism within initial training does present enormous problems for training institutions and schools. Perhaps most difficult is a likely mismatch between the tutor competencies available and the skills required. Most tutors have had long experiences of developing the academic aspect of their work but relatively little of the professional emphasis which seems likely to become dominant. Dove (1986) says that Practice Teaching is often a neglected opportunity. It is frequently poorly conceived, inadequately organized and under resourced. Physical communication between college or university and schools is often difficult. The relationship between college or university and schools is uncomfortable.

` Insufficient facilities and personnel needed for equipping pre-service teachers with the skill required for applying improved practice. The inertia of tradition that retards the adoption of new methods in typical schools also operates in teacher training institution. Instructors in teacher education are often reluctant to learn innovative practices of practices teaching.

Dictionary of Education(197, 586-587)defines a teacher education institution as which is concerned to the professional education of teachers and its syllabus is recognized by the government institutions such as colleges for teachers, normal schools which have educational programmers for teachers. It means those institutions in which teachers are prepared to teach the children and they are given teaching certificate duly recognized.

Teaching is difficult art to practice but it is the one that can be learned through application, patience and diligence. Practice teaching is that part of students training which is most like the real thing and in this sense it is the most important part of course of training.

Teacher training is a pre service professional training that is imported to the teacher where they are trained according to child psychology most suitable teaching methods and preparation of teaching aids is trained to review the relevant subject matter and to transfer it to his students (Ahmed, 1981, p.226-27).It is important to note that the development of standards for teachers as well as asystem of accreditation and certification must take into account the interest and aptitude of teachers during the recruitment procedures. In addition, strategies must be developed to provide stipends and incentives for those working in rural arease.g.relaxing service conditions of female teachers, improving the salary package and granting maternity leave are other factors which must be considered in implementing effective policies

At present, the education system is undergoing a number of reforms in response tothe present challenges. Teacher training institutes will be decentralized up to district level to meet local requirements and institution-based recruitment policy will be created. Provincial councils will be responsible for teacher licensing and professional development. Despite this, there is a need to address some of the major implementation gaps present in the system. Teacher training institutions are facing budgetary and financial constraints and are not adequately equipped to meet the requirements of a dynamic system of quality education The teacher training institutions face shortage of facilities such as buildings, equipment, furniture, teaching aids, library books and other reading materials. it still requires further changes. Essentially external in nature, the systems need to be strengthened in terms of students demonstrating creativity and leadership qualities. Teacher absenteeism, ineffective management, lack of supervision and accountable practices are some of the major issues that need to be addressed in the teacher education programs. In service training for teacher educators is almost non-existent. There is no institutionalized arrangement for providing regular training to teachers and teacher educators. The sporadic, one time training opportunities tend to blacking in quality.

The purpose of teacher education is to produce good teachers the good teacher is one who produces good result in meeting the central presenting needs of life in whatever social content. If a student is to be prepared for the evolving world then essential attribute of effective teacher is awareness of the realities of the word. Pedagogical training must be geared to knowing and respecting the multiple aspects of human personality.

Seven Principles of Good Practice

1. Encourages Contact Between Students and Faculty

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. Develops Reciprocity and Cooperation Among Students

Learning is enhanced when it is more like a team effort that a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

3. Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

4. Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college,

and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.

6. Communicates High Expectations

Expect more and you will get more. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily. Chickering and Zelda(1987).Teachers and students hold the main responsibility for improving undergraduate education. But they need a lot of help. College and university leaders, state and federal officials, and accrediting associations have the power to shape an environment that is favorable to good practice in higher education

Objectives of teacher training programme are as to explore the problems and feedback of prospective teachers. Develop an awareness of the relation between socio cultural factors and the education process. Acquire and apply skills of classroom management and interpersonal relationship, which enhance the educational environment and promote student learning. To investigate the practices of organization, administration and supervision of practiceteaching.To develop in each student desirable teaching personality, traits and personal relationship with administrators, teachers and pupil teachers.Andto suggest ways and means of improving the quality of practices of practice teaching for effective practice teaching.

It is observed that in teacher education institution theory is not tightly enough linked to practices. The result is that the new teacher frequently underestimates the value of theory and begins to work in a purely empirical fashion, absorbing the experience of older colleagues. Russell (1993) narrates that teachers hold much of their professional practical knowledge as ritual, rather than on the basis of principle.

Lack of adequate theoretical understanding and instructional materials related to innovative training strategies. Lack of faith in the utility and efficacy of strategies of teaching. Tariq and Khan (1996) found that both pupil teachers and supervisor are not encouraged to make studies in the various methods of teaching, the problems of the schools and schools children. Pupil teachers are required to concentrate their attention to methods and teaching and are not given opportunities to study individual problems of school and to solve them.

If the opportunities for in-service training for teachers' improvement and professional growth are to be realized, obstacles may be existing in the teachers' institutions or in the universities or college providing in-service education. Some of the frequently reported obstacles in the way of in-service education and training of the teachers are stated in the following paragraphs.

Research studies by Taylor and Weber report lock of time of teachers as the most frequently mentioned obstacle to professional growth. Closely related to the obstacle of insufficient time is the excessive work load of teachers. Major factors creating excusive load include shortage of staff resulting in teachers. Major factors creating excusive load include shortage of staff resulting many classes or students per teacher; too much routine clerical duties; and time needed or lesson preparation caused by variety of different subjects taught by one instructor. An educator said, "It must be recognized that an over worked, over worked over loaded teacher can neither be motivated nor exhorted to attempt experiments with new approaches and new ideas, even if the professional spirits were willing.

Some of the major organizational and administrative obstacles, as reported , include lack of proper planning and scheduling of in service activities, lack of financial support, insufficient local administrative personnel to conduct program, problems of communication, and the failure to establish specific objectives to be attained. Other similar difficulties include poor coordination of activities, failure to provide adequate physical facilities, and failure to get teacher participation.

As reported in research on obstacles to in-service growth, administrators frequently mention lack of professional interest and enthusiasm of professional interest and enthusiasm of teachers as a major handicap in the development of in-service program. Teachers apathy, passive resistance, lack of intellectual wriest, lack of vision, tradition and satisfaction with the status quo, indifferences, inertia, suspiciousness and poor professional ethics limit the professional growth of many school staff members. Listed by teachers as important limiting factor in professional growth is frustration resulting from poor working conditions in their institutions and class rooms.

Older teachers who have lost their enthusiasm and interest and who are hardened to familiar routines are frequently cited as obstacles to in-service education. Though opposite point of view is expressed by Weber: "Apparently the facts do not substantiate the assertion that older teachers are obstacles to incentive education it seems much more likely that the use of outcome, non-cooperative technique is the real difficulty. Married, widowed and dowered women seen generally to have more handicaps of in-service development that single teachers. Older teachers with tenure and with life teaching certificates many times resist professional growth. Also teachers will five or more years of appetence seem to feel less strongly the need for in-service training, becoming complacent and over confident.

Lack of financial inducement for extra training and low general salary levels handicap the development of in-service program. Excessive distance to extension classes, confreres and other in-services activities and the limited availability of organized in-service programs particularly for rural teachers, present additional handicaps. In some area of education, science education this is probably the major obstacle as for as the institution of higher learning is concerned. Due to their heavy regular teaching assignments, the member cannot easily be spared to impact training to the teachers. Shortage or lack of funds for traveling of trainees and other expenditures in connection with the in-service programs represent resinous handicaps from the trainees as well as training institutions point of view.

However, experts believe that in-service training for teachers need not be expensive. Teachers who were ambitious would be prepared to pay for their in-service training provided that such training carried a cares benefit, a certificate or other qualification which would have financial consequences and in the long run. McIntyre (1997) states that students teacher learn and have little effect of feed back by trial and error practice different researches have studies the problems of teaching. So it is important to study problems of practice teaching in colleges of Education responsibilities for preparing secondary school Teacher.

It is a set of different activities, carried out to provide teaching experience to pupil teachers both in simulated environment and actual classroom situation. This set of activities consist of demonstration lesson for pupil teachers from the methods course teacher, criticism lesson by pupil teachers in his/her own class in the teacher training institution, short term practice is a preliminary visit of pupil teachers to practicing school to get orientation of school rules procedure and environment and long term practice which is extended practice teaching for student teachers of 6 to 20 weeks. Traditional practice teaching programme all over world including Pakistan is organized under four steps; Demonstration lessons and Criticism lessons. Short term practice and Long term practice are including.

The supervisor has the major responsibility of guiding pupil teachers. He is the person who will carry out different functions during practice teaching. The following responsibilities of supervisor are; Assist the student teacher in setting the goals for the instructional programme. Assist the student into teaching responsibilities. Look upon the student teachers' talents and individual contributions as assists to the whole programme. Analyze with the student teacher teaching situation, which he has observed.

The main business of the school is to help pupil teachers during practice teaching. So the cooperating teacher is the key person in their life during practice teaching. He is the person who will give them guidance, help ideas and understanding. The roles and responsibilities of cooperating teachers are: Observing trainees/interns teaching and providing feedback. Discussing with trainee's teaching method of their subject.Planning individual trainee's programmers for teaching and learning discussing their progress. Discussing with trainees, lessons they have observed in school. Organizing trainees' time table. Collaborative planning and teaching with trainees. Responding to problem situation.(Musbaum, 1992, p.32).

One of the principles of learning is to know the learners and start working with them. Student is deeply concerned about knowing the situation in which he/she will work and the people with whom he/she will associate. He/she has also concern to know about the curriculum plans of school. Student teacher will need to become familiar with the particular units of work in which the pupils will be engaged when he/she begins his/her student teaching/The content involved and the instructional materials being used. The student teacher should understand his/her role as a leader of the teacher experience; He should integrate and apply content theory and teaching methods to the real classroom situation. He should start first serious attempt to become part of the teaching profession, He should gain greater professional awareness of the teaching profession;He should develop the ability to plan according to the school and class characteristic in particular. He should be able to make full use of every human or material resource available in the school and its community(Holden, 1987, p.64).

A teacher has to perform different activities and functions in addition to classroom teaching in a school. Thorough out the practice teaching period, a pupil teacher has opportunity to observe the work of teachers in addition to teaching. Pupil teacher must learn to participate in all school projects and activities as an integral part of practice teaching. In this way the prospective teacher can realize the importance of all school projects in the total programme of an educational unit, see for the relationship of the projects to teaching, develop a feeling for the responsibility and get the feel of the teachers work load. The tasks other than teaching for student teachers; to participate planning for and presenting school assembly programme, to work with the staff of the school newspaper.

Attending the regular meetings in school the nature of the meeting, its purposes and probable procedures and planning for contributing to the discussion at hand (Lindsey, 1969, p.78).Practice teaching is a sort of going venture between the teacher training in situation and practicing school. They are accepted to work cooperatively and benefit from each other as a result of interaction between the two .The relations between teacher training institution and practicing school are a factor which decisively affects the quality of the training given to intending teachers.

The college and school should provide the following services to each other for developing good relationship during practice teaching .College should provide following services to cooperating school. Adequate and competent students working in the schools adequate background information on college students and the college programme. Help to cooperating teachers on problems of working with student teachers .Assistance on general school problems. Cooperating school should offer the following services: Provision of opportunities for student teachers to share in the range of activities characteristic of a teacher's work, Competence guidance of each student teacher. Helpful cooperation by teachers and other school personnel with college, Cooperation with college efforts to improve it's programmed through study and evolution.

Practice teaching is often a neglected opportunity. It is frequently poorly conceived, inadequately organized and under resourced. Physical communication between college /university and school is often difficult. The relationship between college /university and school is uncomfortable. (Funk, 1997, p.43).Both pupil teachers and supervisor are not encouraged to make studies in the various methods of teaching, the problems of the schools and school children, Pupil teachers are required to concentrate their attention to methods and teaching and are not given opportunities to study individual problems and to solve them, In final lessons the candidate prepares his lesson well for the examination and his teaching in natural situation cannot be examined. His lesson is evaluated by observation of few minutes at one particular time and not through long period at various time and occasions.

Methodology

Nwana (1981) stated that "Research design is a term used to describe a number of decisions which need to be taken regarding the collection of data before the data are collected". An authentic reliable research depends on the procedure adopted, it describes in detail, different aspects through which the research projects has undergone for collecting relevant information and documents in order to arrive at reliable conclusion. So, this section deals with design adopted to conduct this study. This chapter includes nature of the study, population and sample size, sampling procedure, development of research instrument, data collection and data analysis. In order to achieve the objectives of this study, the research adopts these following procedures. The study aimed at the identification the problems and feedback of

prospective teacher's university of the Punjab during their teaching practice in different schools. This was the descriptive research study because it tells us the current status of the teacher and was approached quantitatively. Survey research design was used. The random sampling method was used in this research study. This was considered appropriate because it is flexible such that a wide range of information can be collected and it is an efficient way of collecting information from a large number of respondents. Total sample of the study was consisted of125female prospective teachers and it was taken from different departments in the Institute of Education and Research. The primary data for the research study was collected using structured questionnaires. According to Goode and Hatt (1972)"Questionnaire is a collection of questions which are put together by the researcher to measure or test the hypothesis he has formulated". Therefore questionnaire was used as a research tool for data collection. Questionnaire was consisted of 25 close-ended and 5open-endedquestions.The purpose of open ended questions was producing more information regarding to diagnose the students explicit identification of the problems and feedback of prospective teachers. All the items were related to problems and feedback of prospective teachers on practice teaching. The close ended questions were designed on 5 point Likert Scale Strongly Agree to Strongly Disagree.

The data was analyzed using mean, standard deviation to identify the level of problems experienced by prospective teachers and ANOVA was applied to find the difference level of problems during their teaching practice among different schools using SPSS 15.0.

Analysis And Interpretation Of Data

This section deals with analysis and interpretation of the data. As the study was related to explore the problems and feedback of prospective teachers belonging to the 3 different programmes in the Institute of Education and Research, University of the Punjab during their teaching practice in different schools. After the completion of data collection, the whole data was arranged and analyzed on computer using software SPSS 15.0.standard deviation and significance values were found, and ANOVA was applied on data and tabulated and findings were drawn on the basis of statistical procedure using SPSS. The basic purpose of data analysis and interpretation was to find out the problems and feedback of the prospective teachers. The detailed data analysis was depicted in this chapter School-wise and program-wise analysisof.

Levene Statistic	df1	df2	Sig.
.346	4	120	.846

table shows the df1 4 and df2 120 value the significant value is .846 for the different department programs. It shows there is no significant difference among different department programs

Analysis of Variance (ANOVA)

Total sum

	F	Sig.
Between Groups	3.127	.017
Within Groups		
Total		

Sig= 0.5

The sig. Value .017 shows that there is a significant difference among the different department programs concrete sequential with the F value of 3.127. As the F value was significant for the different department programs so the null hypothesis was rejected that there is no significant value among the programs, to check where the difference lies,Robust Tests of Equality of Means is given below.

Robust Tests of Equality of Means

Total sum

	Statistic(a)	df1	df2	Sig.
Welch	3.207	4	20.027	.035
Brown-Forsythe	3.714	4	32.171	.014

a Asymptotically F distributed.

The above table shows the df1 value 4and df2 was 20.027 the significant value for the different department programs is .035. It shows there no significant difference among the different department programs.

Schools Program vise Analysis

Levene Statistic	df1	df2	Sig.
.273	6	118	.949

The above table shows the df1 6 and df2 118 value the significant value is .949 for the different schools. It shows there is no significant difference among different department programs schools.

Analysis of Variance (ANOVA)

Total sum

	F	Sig.
Between Groups	2.583	.022
Within Groups		
Total		

The significant difference among different schools the sig. Value is .022 shows that there is a significant difference among the different schools concrete sequential with the F value of 2.583. As the F value was significant for the different department programs so null hypotheses accepted that there was significant value among different schools, to check where the difference lies,Robust Tests of Equality of Means is given below.

Robust Tests of Equality of Means

Total sum

	Statistic(a)	df1	df2	Sig.
Welch	2.543	6	35.974	.037
Brown-Forsythe	2.511	6	77.089	.028

An Asymptotically F distributed. The above table shows the df1 value 6 and df2 was 235.974 the significant value for the different schools is .037. It shows there no significant difference among the different schools.

Test of Homogeneity of Variances Supervisors

Total sum

Levene Statistic	df1	df2	Sig.
.743	7	117	.636

The above table shows the df1 7 and df2 117 value the significant value is .646 for the different department programs supervisors. It shows there is no significant difference among different department programs supervisors.

Analysis of Variance (ANOVA)

Total sum

	F	Sig.
Between Groups	.862	.539
Within Groups		
Total		

The above table shows the significant differences among different department programs supervisors. The sig. Value .053 shows that there is a significant difference among the different department programs supervisors concrete sequential with the F value of .862. As the F value was significant for the different department programs supervisors sonull hypothesis was accepted that there is significant value among different

department programs supervisors, to check where the difference lies, Robust Tests of Equality of Means is given below

Robust Tests of Equality of Means

Total sum

	Statistic(a)	df1	df2	Sig.
Welch	.841	7	12.537	.574
Brown-Forsythe	.934	7	53.270	.488

An Asymptotically F distributed. The above table shows the df1 value 7and df2 was 12.537 the significant value for the different department programs is .0574. It shows there is significant difference among the different department programs supervisors

Test of Homogeneity of Variances of Mentors

Total sum

Levene Statistic	df1	df2	Sig.
1.610(a)	13	108	.093

Groups with only one case are ignored in computing the test of homogeneity of variance for total sum.

The above table shows the df1 13 and df2 108 value the significant value is no .093for the different department programs mentors. It shows there is much significant difference among different department programs mentors.

Analysis of Variance (ANOVA)

Total sum

	F	Sig.
Between Groups	1.004	.459
Within Groups		
Total		

The above table shows the significant differences among different department programs mentors. The sig. Value .0459 shows that there significant difference among the different department programs mentors concrete sequential with the F value of 1.004. As the F value was significant for the different department programs mentors. So null hypothesis was accepted that there is significant value among different schools mentors.

Findings and Discussion

To put the findings of this study simple and provoking: Teacher education programs want students to learn how to reflect on teaching but students want to learn how to teach.

According to results most of the pupil teachers read rules and regulations about practicing school.

• The results of research indicate that their supervisors oriented them about rules of teaching practicing.

• All the pupil teachers considered that their practicing of teaching will be useful in future.

• Research show that usually their supervisor not stay in their school for the whole day.

• Majority of pupil teachers use the A.V aids during the class.

• Majority of pupil teachers indicate that the head of practicing school were not helpful with them.

• According to the results most of teachers conduct co-curricular activities.

• The research indicates that the supervisors of pupil teachers solve their problems.

• The results of research show that the period of time of teaching practice is insufficient for training.

Conclusions

` Teacher educators have feared that teacher education would be turned into a totally school based enterprise following the classical apprenticeship model (Hill 2000). However, this will not be the result of meeting the student teachers' needs. Student teachers want to develop their own way of teaching instead of following recipes and they *are* motivated for reflection but the reflective com-potent should be based on student teachers' self-expressed concerns and questions (Guillaume &Rudney 1993). Student teachers do not want teacher education to become totally practical and free of theory and they do not want any simple recipes for teaching. They just want theory to help them learning to teach.

There are some specific steps which need to be taken in order to ensure that effective standards are developed and implemented in Pakistan. In order to ensure professional development of teachers, there is a need for professional development centers to be set up. This should be coupled by 4 year undergraduate degrees that are up to par with other international programs. The biggest hurdle is at the provincial level and ensuring that good examples like the pilot programs in Baluchistan and Sindh for females with grade 6-7 education to be educated to grade 10 and subsequently higher levels. These pilot projects need to be carried out in all provinces. Furthermore, additional standards need to be developed for head teachers, accomplished teachers and teacher educators. Moreover, efforts should be concentrated on developing a new Masters level programme for head teachers as these are often the community leaders who can be real change agents. Ensure the professional development of teachers and curriculum reform of teacher training institutions

Recommendations

• Pupil teachers should be completely guided before starting of teaching practice.

• The personnel of supervision should be increased so that student's performance evaluated in the best way.

• On the whole day supervisor should be stay in practicing school.

• Duration of teaching practice should be increased so that pupil teachers may achieve more and more practically experience.

• There should be proper arrangement of pupil teacher's guidance from the practicing school. Pupil teachers should be adopted suitable behavior with their students.

• Pupil teachers should try to make better existing teaching method.

• Pupil teachers should improve their knowledge about the content of the subject.

• Pupil teachers should show their willingness to accept criticism.

• Pupil teachers should be interested in problem solving of students.

• Teacher training should of course not be reduced to skill training in the classroom.

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